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After finding out the quick and easy way to add, subtract, multiply, and divide, a great many problems of the same nature are given to the children at school and for home work. In this way the children are constantly gaining facility and ease in the automatic use of numbers.

## FOURTH AND FIFTH GRADES.

GERTRUDE VAN HOESEN.

"Community life is the ideal of education, because it is the only ideal great enough to provide for the all-sided development of the individual."—Colonel F. W. Parker.

Under this ideal the basis of the work lies in the various activities of the school community—weaving, cooking, clay-modeling, manual training, metal work, gardening, gymnastics, and play. Each of these activities sends the children to the library, to the laboratory, to nature, for information, which may be classified as history, geography, science, or mathematics. In almost every case a demand is made for definite measurement, which necessitates the use of arithmetic.

*Textiles.*—The children will weave linen on a large loom, rugs on a large carpet-loom, smaller rugs on a hand-loom, silk or linen on a small hand-loom, and holders on a pasteboard loom.

Subject matter necessary: A. History: (1) the textile industries of Chicago; (2) the textile industries of the world; (3) the New England colony; (4) early explorers—Marco Polo, Columbus and Magellan.

The children will engage as far as possible in the actual work of the Puritan household.

1. They will weave and dye some of the material used.
2. They will make candles, both by dipping and using the molds.
3. They will prepare and cook the food used by the colonists.
4. Embroider designs in simple cross-stitch.
5. Dress Puritan dolls,

REFERENCES: Starr, *Stories of Indian Life*; A. M. Earle, *Child Life in the Colonial Days*; Alice Morse Earle, *Home Life in Colonial Days*; William Elliot Griffis, *The Boys of Scrooby*; *The Pilgrims in Their Three Homes*; H. C. Wright, *Children's Stories in American History*; *Children's Stories in American Progress*; N. Moore, *Pilgrims and Puritans*; H. A. Smith and S. T. Dutton, *The Colonies*; C. C. Coffin, *Old Times in the Colonies*; *The Story of Liberty*; *Stories of Industry*.

B. Geography: (1) geography of the Atlantic slope; (2) study of degradation and aggradation on the lakeshore and in the laboratory; (3) formation of coastal plains, of sunken rivers, and of river action; (4) study of the

sources of flax and wool, their cultivation, manufacture, and distribution in connection with the textile industry.

REFERENCES: See Miss Baber's outline.

C. Literature: Jennie Hall, *Viking Stories*; H. W. Longfellow, *Courtship of Miles Standish*.

*Cooking.*—The children will can their ripe tomatoes, pickle their green ones, make jelly, butter, cheese, and continue cooking in preparation for luncheons. They will also make candy for Christmas.

Jelly: In the preceding grades the children have made jelly for lunch. They will make it this year in order to find out the relative amount of juice in the different fruits. For this experiment they will use all of the fruits in market in October. Part of this jelly will be served at lunch and part of it sent with the Thanksgiving offerings to the settlements.

With the data obtained from making the jelly, the children will dry the same fruits in order to find out the relation between the amount of juice and the amount of water in the fruits.

The butter will be made after a visit to a farm. The question, "Why does the farmer sell his milk instead of making butter?" always arises with children of this age after a visit to a Cook county farm. By making it, they find out the actual cost of a pound of butter. With this as a basis they will investigate the industry carried on in creameries and dairies.

They will make cheese, both cottage cheese from skim-milk, and cheese made with rennet.

History and geography necessary for cooking: (1) excursions to places where food is found in large quantities—Stock Yards, South Water street, large grocery stores, etc.; (2) source of food, how it is prepared, and how transported to the city; (3) excursion to the Rock Island car yards to examine and measure the different cars used in transportation; history of transportation.

REFERENCES: Miss Baber's outline; Miss Rice's outline.

*Physical training.*—Games and exercises adapted both to the age and individual physical development of the children.

*Nature study.*—A comparative study of the plants and animals living on the areas around Chicago: (1) swamp; (2) dunes; (3) south shore of the lake; (4) north shore of the lake.

They will note especially: (1) the difference in the roots, particularly as to length and manner of growth; (2) the different ways in which the seeds are scattered. In seeking an explanation for the differences in growth, an examination of the soil from each area will be necessary. Of these examinations accurate records will be kept by each child.

*Manual training.*—The children will make a train to illustrate the different cars and boats used in transportation, plate-racks needed in the school-room, and Christmas presents.

*Applied arts.*—They will design and make baskets, hem dust-cloths, model tiles for teapots, which will necessitate geometric design, and tiles showing the life in the New England colony or modes of transportation, which will necessitate illustrative drawing.

*English.*—In every subject or activity under consideration the children are sent over and over again to books in order intelligently to continue their work. The ideal is to accept only perfect written work, whenever such work is necessary or helpful. Under this ideal, it is necessary to teach an intelligent use of the dictionary, to make a spelling-book composed of all words asked for, or mis-spelled, and to teach all the rules of English which are necessary in attaining the ideal.

*Arithmetic.*—The work under consideration will require the fundamental operations, fractions, and decimals, linear, square and cubic measure, besides the measures used in the cooking room.

## SIXTH GRADE.

MARY REED.

### OUTLINE FOR AUTUMN QUARTER.

*History.*—The French exploration and settlement of the Mississippi valley: Marquette; La Salle. Progress of industries in the English colonies. Comparison of French and English settlements. Beginning of the English movement westward: Washington's expedition to the Ohio. War between the French and English: Braddock; Quebec. England's restrictions on colonial industries. The Revolutionary War.

*Geography.*—Topography of North America as a whole: details of sections involved in the history study. Region about Chicago; causes of its present topography: glaciation and lake and river action.

*English.*—Description of experiments: recording of field notes and other data. Writing of stories from history subject-matter and a simple dramatization of some historical event. Exercise in the correct use of capitals and punctuation, and study of subject, predicate, and the sequence of tenses.

*French.*—Conversation: stories of Marquette and La Salle, and of life in the early French settlements. Grammar: subject and predicate.

*German.*—Conversation, black-board reading, and simple written exercises.

*Literature.*—Hawthorne, *Grandfather's Chair*; Holmes, "One Hoss Shay"; Catherwood, *Heroes of the Middle West*; Irving, *Rip Van Winkle*.

*Science.*—Chemistry and physics in connection with cooking. Observations of weather conditions, with use of thermometer, barometer, and rain gauge; plant life and soil of a selected area. Field trips to dunes, swamp, and lakeshore to study the plants, soil, and rocks of each.

*Cooking.*—Canning and preserving of fruits. Beginning of study of fermentation. Flour cookery and making of doughs and batters. Quantita-